

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**YSGOL GYNRADD PUM HEOL
HEOL HEN
FIVE ROADS
LLANELLI
CARMARTHENSHIRE
SA15 5EZ**

School Number: 669/2128

Date of Inspection: 21 - 23 June 2005

by

**Miss D Morris
Registered Inspector WO 83/16211**

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Under Estyn contract number: T/222/04/P

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

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Context

The nature of the provider

1. The school is located in the rural village of Five Roads, near Llanelli, Carmarthenshire and serves the village and surrounding area. There are 90 pupils on the register, including 21 children in the nursery/reception class. The vast majority of pupils have received pre-school education.
2. The area in which the school is located is neither prosperous nor economically disadvantaged. Nine per cent of pupils receive free school meals, a percentage that is considerably below national (19%) and county (18%) averages.
3. The school admits pupils representing the entire ability range. Twenty-six (29%) are designated by the school as having special educational needs, including two pupils who have statements of special educational needs.
4. The school is designated as a 'category A' school in accordance with the local education authority language policy; this means that Welsh is the primary medium of the life and work of the school, but the aim is that pupils should be fully bilingual by the time they transfer to the secondary sector.
5. English is the main language spoken in the homes of 78% of pupils. The school notes that some 75% of pupils are now able to speak Welsh to first language standard.
6. The school was last inspected in February 1999. The headteacher has been in post since September 1998.

The school's priorities and targets 2004-5

7. The school's main priorities and targets for 2004-2005 include:
 - raising language standards;
 - reviewing the assessment procedures;
 - developing the self-evaluation processes;
 - strengthening links with local industry;
 - continuing to seek improvements to the building.

Summary

8. The school succeeds in its objectives of creating a supportive and caring environment. All members of staff know the pupils well, and they take a great interest in their personal development and welfare.

Table of grades awarded

9. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 3
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 3

Standards

10. In the lessons observed, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
12. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 3	Grade 3
English	----	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

13. The pupils make regular progress in their learning and they succeed in achieving the agreed learning aims.
14. The Early Years children make good progress in listening, speaking, reading, writing, numeracy and using information and communications technology.
15. In both key stages, the standards and progress made by individual pupils in the key skills of literacy, namely listening, speaking, reading and writing in Welsh across the curriculum are good. Overall, the pupils do not extend their literacy skills on a consistent basis across the subjects. In key stage 2, the standards achieved by the vast majority of pupils in their speaking, listening and writing skills in English are good. Pupils do not make sufficient use of their reading skills to gather information from various sources, especially reference books, in their work across the curriculum.
16. In both key stages, pupils make good use of their numeracy skills in their work across the subjects. Pupils in both key stages make effective use of their information and communications technology skills in certain subjects, but they do not develop and extend these skills with sufficient regularity.
17. Pupils' standards and progress reflect good progress in their bilingual competence.
18. Pupils with special educational needs make good and sometimes very good progress, achieving the targets set for them. The other pupils are given improvement targets to aim at. Overall, they do not have a sufficient awareness and understanding of their strengths and weaknesses and of what is required of them in order to achieve higher standards.
19. At the end of key stage 1, in the National Curriculum assessment tasks for 2004, pupils' attainments according to teachers' assessments in Welsh, mathematics and science are higher than county and national averages. In relation to schools throughout Wales with a comparative percentage of pupils entitled to receive free school meals, the school's results were in the main in the upper 50%. The school's results have remained constant over the last three years and there are no significant differences in the performance of boys and girls.
20. In key stage 2, pupils' attainments in the National Curriculum tasks and tests for 2004 were higher than county and national averages in science but lower in Welsh, English and mathematics. The school's results over the last three years have in the main been higher than national and county averages. In relation to schools throughout Wales with a comparative percentage of pupils entitled to receive free school meals, the school's results for 2004 were in the main in the lower 50%. There are no significant differences in the performance of boys and girls.
21. The pupils exhibit good development in their personal and social skills, and in their ability to work together. Pupils' learning skills are developing well and they make regular progress in their problem solving and creative skills.

Occasionally, the more able pupils work on tasks that do not provide sufficient challenge to extend their learning.

22. Pupils' attitudes towards their learning, their interest in their work and their ability to concentrate are good. At times, they are too dependent on adult support to assist them with their tasks.
23. Pupils' awareness of equal opportunities is developing well and they respect the various beliefs, attitudes and cultural traditions found in society.
24. Pupils' behaviour is very good. They have a clear understanding of what is expected of them and they are considerate and courteous. Pupils' outstanding behaviour makes a significant contribution to the homely and supportive environment found at the school. This is an outstanding feature of the provision.
25. For the three terms prior to the inspection, the average level of attendance was 95%. The vast majority of pupils attend school regularly and they arrive punctually at the beginning of the day.
26. The pupils are keenly aware of the community life of their locality and they make numerous contributions to local events. They are familiar with some aspects of the world of work through a few visits. However, pupils have little knowledge about the world of work.

The quality of education and training

27. In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	55%	40%	0%	0%

28. The good and outstanding features in the teaching include:
 - clear objectives for the teaching and learning;
 - stimulating presentations and clear explanations;
 - effective interaction between teacher and pupil;
 - good questioning that encourages pupils to think before offering answers;
 - challenging and extensive tasks.
29. The most common shortcomings in the teaching include:
 - insufficient opportunities for pupils to extend their oral skills and their information and communications technology skills;
 - tasks and activities that have not been structured in sufficient detail to provide for the learning needs of pupils of various ages and abilities in class;
 - insufficient opportunities provided for pupils to work independently;
 - excessive use of work sheets.

- 30 The school has a range of suitable procedures for assessment and recording pupils' progress. In the best practice, good use is made of assessment to promote the planning and identifying what pupils need to do to improve the standard of their work. The arrangements are not applied consistently across the school. The quality of the annual reports to parents is good.
- 31 Overall, the school responds well to pupils' learning needs and they receive equal opportunities to benefit from a broad and balanced curriculum. The schemes of work for both key stages vary in terms of their detail and guidance. There is room to ensure whole-school consistency in teachers' short-term planning, together with more purposeful development of key skills, with particular regard to pupils' Welsh literacy skills, and their information and communications technology skills.
- 32 Pupils' spiritual, moral, social and cultural development is promoted very successfully. The act of collective worship makes a good contribution to pupils' understanding of moral and spiritual matters.
- 33 The partnership with parents is good and during the pre-inspection consultation it was seen that they appreciate the provision made by the school. The school has satisfied the requirements in distributing the home-school agreement, but the percentage of agreements returned is low.
- 34 The provision for pupils with special educational needs is particularly good and it fulfils the requirements of the Code of Practice.
- 35 The school has already expressed concern about one health and safety issue and the inspection team is of the view that it would be appropriate to request a risk assessment and a formal report from specialists in order to receive further guidance on this issue.

Leadership and management

36. The headteacher's leadership is purposeful and offers a clear sense of direction to the work of the school. Agreed aims and values, that promote equality for all, are reflected successfully in the work of the school.
37. Staff work well together and they display great commitment to the school. Their continuous professional development is promoted successfully.
38. The school development plan is a useful document that contains appropriate aims and targets that are based on school needs. Consistent progress is made in achieving the main priorities. The school's monitoring and evaluation procedures have not been sufficiently developed in order to secure further improvement.
39. A wide range of whole-school policies has been produced and they are implemented consistently. However, some of the procedures and the content of the school handbook and the annual report of the governing body to parents do not fully satisfy current requirements.

40. The self-evaluation report produced by the school prior to the inspection is clear and readable. The findings of the inspection team match with the school's judgements in five of the seven key questions. Lower grades were awarded for key questions 5 and 6.
41. The governors are well informed about the school's needs and they make an effective contribution to setting a strategic direction for the school. Members visit the school to discuss and observe aspects of the provision, but their contribution to the self-evaluation process has not been sufficiently developed.
42. The school has made good progress since the last inspection. The majority of key issues have been addressed. However, some issues require further attention, such as the self-evaluation procedures.
43. The school has a sufficient number of teachers and support staff to undertake the required duties. Overall, the quantity and condition of the resources available for teaching and learning are adequate and are accessible for pupils. However, there are not enough computers in the classrooms to allow the pupils to make regular use of their information and communications technology skills.
44. Overall, the school building is in good condition and it is kept clean and tidy. The size of some classrooms, particularly so the rooms for pupils in years 1 and 2 and the early years, are limited and this hampers certain aspects of the learning and teaching. The toilets for the younger pupils have not been suitably adapted for the needs of the under-fives. Building plans are in hand to make improvements to the building and to pupils' learning facilities.
45. Effective use is made of the local environment, the community and educational facilities to enhance pupils' learning. The headteacher, staff and governors regularly review the use of resources and the school offers value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1. maintain the good standards and improve standards in other subjects and areas by addressing the shortcomings identified;
- R2. extend pupils' Welsh literacy and information and communications technology skills across the curriculum;
- R3. extend the good practice in order to establish whole-school arrangements for curriculum planning and assessment;
- R4. develop further the self-evaluation system as a means of securing improvement;

- R5. ensure that the school's procedures and the content of the documentation comply fully with current requirements;
- R6. secure a risk assessment and a formal report from specialists in order to gain further guidance on the health and safety issue discussed with the headteacher and the Governing Body.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

46. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

47. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

48. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

49. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 3	Grade 3
English	----	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

50. The pupils make regular progress in their learning and they succeed in achieving the agreed learning aims.

51. Pupils with special educational needs make good and sometimes very good progress in their work.

52. The Early Years children make good progress in listening, speaking, reading, writing, numeracy and using information and communications technology.

53. In both key stages, the standards and progress made by individual pupils in the key skills of literacy, namely listening, speaking, reading and writing in Welsh across the curriculum are good. Overall, the pupils do not extend their literacy skills on a consistent basis across the subjects. In key stage 2, the standards achieved by the vast majority of pupils in their speaking, listening and writing skills in English are good. Pupils do not make sufficient use of their reading skills to gather information from various sources, especially reference books, in their work across the curriculum.

54. In both key stages, pupils make good use of their numeracy skills in their work across the subjects. They make effective use of their information and

communications technology skills in certain subjects, but they do not develop and extend these skills with sufficient regularity.

55. Pupils' standards and progress reflect good progress in their bilingual competence.
56. The pupils exhibit good development in their personal and social skills, and in their ability to work together. Pupils' learning skills are developing well and they make regular progress in their problem solving and creative skills. Occasionally, the more able pupils work on tasks that do not provide sufficient challenge to extend their learning.
57. At the end of key stage 1, in the National Curriculum assessment tasks for 2004, pupils' attainments according to teachers' assessments in Welsh, mathematics and science are higher than county and national averages. In relation to schools throughout Wales with a comparative percentage of pupils entitled to receive free school meals, the school's results were in the main in the upper 50%. The school's results have remained constant over the last three years, and there are no significant differences in the performance of boys and girls.
58. In key stage 2, pupils' attainments in the National Curriculum tasks and tests for 2004 were higher than county and national averages in science but lower in Welsh, English and mathematics. The school's results over the last three years have in the main been higher than national and county averages. In relation to schools throughout Wales with a comparative percentage of pupils entitled to receive free school meals, the school's results for 2004 were in the main in the lower 50%. There are no significant differences in the performance of boys and girls.
59. Pupils' attitudes towards their learning, their interest in their work and their ability to concentrate are good. They work hard in their lessons, participating willingly in the range of activities provided for them. Occasionally, they are too dependent on adult support to assist them with their tasks.
60. Pupils have begun to identify certain aspects of their work that are in need of further improvement but, in general, their ability to evaluate their work on the basis of the targets set and to identify what they need to do to make improvements has not developed sufficiently.
61. Pupils' awareness of equal opportunities is developing well and they respect the various beliefs, attitudes and cultural traditions found in society.
62. Pupils' behaviour is very good. They have a clear understanding of what is expected of them and they are considerate and courteous. Pupils' outstanding behaviour makes a significant contribution to the homely and supportive environment found at the school. This is an outstanding feature of the provision.

63. For the three terms prior to the inspection, the average level of attendance was 95%. The vast majority of pupils attend school regularly and they arrive punctually at the beginning of the day. There are very few instances of unauthorised absences.
64. The pupils are keenly aware of the community life of their locality and they make numerous contributions to local events. Through a few visits, the pupils have become familiar with some aspects of the world of work. However, pupils have little knowledge about the world of work.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

65. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
66. The quality of teaching and educational provision fulfils pupils' learning needs and National Curriculum requirements.
67. Teachers have good subject knowledge. They prepare their lessons thoroughly and good use is made of appropriate resources and of a range of teaching methods that conform to lesson aims.
68. In the Early Years, a wide and stimulating range of learning activities are provided that support the six areas of learning.
69. In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	55%	40%	0%	0%

70. Teachers have a very good relationship with their pupils and they provide them with consistent support. The school ensures that pupils of all abilities are included in class discussions and that they receive opportunities to offer ideas and respond to questions.
71. Pupils' bilingual competence is successfully promoted by appropriate reinforcement in addition to offering encouragement and sensitive support.
72. The good and outstanding features in the teaching include:
- clear objectives for the teaching and learning;
 - stimulating presentations and clear explanations;
 - effective interaction between teacher and pupil;
 - good questioning that encourages pupils to think before offering answers;
 - challenging and extensive tasks.

73. The most common shortcomings in the teaching include:
- insufficient opportunities for pupils to extend their oral skills and their information and communications technology skills;
 - tasks and activities that have not been structured in sufficient detail to provide for the learning needs of pupils of various ages and abilities in class;
 - insufficient opportunities provided for pupils to work independently;
 - excessive use of work sheets.
74. The school has a range of suitable procedures for assessment and recording pupils' progress. In the best practice, good use is made of assessment to promote the planning and identifying what pupils need to do to improve the standard of their work. The arrangements are not applied consistently across the school.
75. In the Early Years and key stage 1, the assessment system is clear and indicates development in the six areas of learning for the under-fives, and the National Curriculum up to the end of year 2. Detailed records are kept, including baseline assessments, and there is a clear identification of the next steps to be taken in pupils' development.
76. In key stage 2, the core subjects are assessed on an annual basis and comprehensive records are kept of pupils' achievements in national tests and tasks and other standard assessments. The outcomes are used effectively to identify appropriate targets. Recently, the school has embarked upon the process of producing subject-based portfolios in the core subjects. The Welsh portfolio includes standardised examples of pupils' work. The assessment system for the foundation subjects is in its infancy.
77. The procedures employed for identifying and assessing pupils with special educational needs conform to statutory requirements.
78. Pupils' work is marked regularly, and in best practice, there are suitable comments in pupils' books that provide clear guidance on how to improve their work. Overall, the comments made tend to praise the efforts made without referring to the standard of work.
79. Parents receive formal invitations to school twice a year to view and discuss their children's work with the teachers. The annual reports to parents conform to statutory requirements and they are of good quality. These reports are discussed with parents and teachers suggest possible ways in which they can support their children's work. Parents appreciate the opportunities they receive to discuss their children's development.

Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
81. The school responds well to pupils' learning needs and provides a broad and balanced curriculum across the key stages. It offers appropriate balance between National Curriculum subjects and fulfils statutory requirements.
82. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. The planning is good and it leads naturally to the National Curriculum programmes of study.
83. The schemes of work for both key stages vary in terms of their detail and guidance. There is room to ensure whole-school consistency in teachers' short-term planning, together with more purposeful development of key skills, with particular regard to pupils' Welsh literacy skills, and their information and communications technology skills.
84. Pupils take part in a number of extra-curricular activities, such as the chess club, the Urdd, and sports tournaments against local schools, in which they experience considerable success in cricket and soccer. The activities also include residential visits to Llangrannog, together with visits in the locality and further afield relating to class themes.
85. Pupils' spiritual, moral, social and cultural development is promoted very successfully. The act of collective worship makes a good contribution to pupils' understanding of moral and spiritual matters and helps them to respect truth and justice. The services exude a devotional atmosphere and pupils receive good opportunities for participation and reflection.
86. Pupils are encouraged to raise money for various national charities and this reinforces the responsibility that individuals have to their community and the wider world.
87. The partnership with parents is good and during the pre-inspection consultation it was seen that they appreciate the provision made by the school. They are happy to assist and they respond enthusiastically when the need arises. The school has satisfied the requirements in distributing the home-school agreement, but the percentage of agreements returned is low.
88. Overall, there are good procedures in place to facilitate pupils' transfer to the secondary sector and the work of bridging between key stages 2 and 3 is developing. There is a formal and effective partnership in place with a teacher training college and the school receives students on a regular basis.
89. There are strong links between the school and the various elements in the local community that provide very good opportunities to develop pupils' awareness of and respect towards their community. They contribute well to a number of local occasions and the school makes effective use of the locality as

a resource. There is a close, supportive and effective relationship with the local playgroup.

90. The school gives appropriate consideration to the Framework for Personal and Social Education and makes good provision for pupils. It also operates on a daily basis as a Healthy School and promotes the practice of eating fruit during break times.
91. There is currently little provision for education related to the world of work, although there are examples of visits to local shops and by visitors. The school development plan notes the intention to further develop this aspect.
92. Good emphasis is placed on the Welsh dimension within the curriculum and the provision for promoting pupils' bilingual skills is sound.
93. Its equal opportunities policy reflects the school's commitment to encourage pupils to appreciate the equality of opportunity provided for all of them.
94. Pupils' awareness of global citizenship is effectively promoted through their curricular and charitable work, together with occasional links with foreign countries, such as Ukraine.
95. There is good provision to promote pupils' education for sustainable development. The school has already gained the bronze medal for Eco schools. The pupils understand the importance of recycling waste materials and are aware of their responsibility for the environment.
96. Pupils' learning experiences across the curriculum enable them to master a range of valuable skills for developing positive attitudes and lifelong learning skills. However, insufficient opportunities are provided to develop the pupils' entrepreneurial skills.

Key question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

97. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
98. The school is a caring and friendly community. The teachers know the different needs of the pupils and make supportive provision for them. They work closely with parents and carers to provide support and guidance. The pupils talk freely with staff and are happy to ask for support and guidance as and when required. All pupils receive equal opportunities.
99. The induction programme for the under-fives is good. A coffee morning is held to welcome parents and the children are invited to join the class for periods before attending school on an official basis. The pupils who have come to school as latecomers feel that they are welcomed and supported as fellow

pupils and teachers help them to settle into the life and ways of their new school.

100. The life of the school is carefully monitored to ensure that oppressive behaviour does not hamper pupils' ability to take advantage of the opportunities open to them. Good use is made of a computer system to monitor attendance in detail. Where individuals cause concern, contact is made with the home, but this arrangement is not wholly effective. The registration of attendance does not conform in full to requirements because of shortcomings in the way in which afternoon sessions are recorded.
101. Appropriate and effective policies are implemented for child protection and in order to secure their welfare, health and safety. All members of staff possess current first aid qualifications. The school has already expressed concern about a health and safety issue and the inspection team is of the view that it would be appropriate to secure a risk assessment and a formal report from specialists in order to gain further guidance on the matter.
102. The provision for pupils with special educational needs is particularly good and it satisfies the requirements of the Code of Practice. Two pupils are on the school attention stage, 13 on the school action stage, eight on school action plus, and two pupils have statements of their special educational needs.
103. Good support is provided for pupils with special educational needs. They receive individual attention within class and in withdrawal sessions conducted by a specialist teacher. The withdrawal sessions are planned effectively, focussing on the specific needs of individual pupils and small groups.
104. The pupils receive valuable support from assistants who make a purposeful contribution to their development and needs.
105. The individual education plans provided for pupils give clear and purposeful direction and they are reviewed on a termly basis.
106. The pupils with special educational needs make good and sometimes very good progress. They receive every opportunity to play a full part in all aspects of the life and work of the school. The allocation of additional funding from the school's reserves for special needs provision is commendable.
107. The designated member of the governing body is keenly aware of her responsibilities and acts conscientiously. The school co-operates appropriately with parents, external agencies and the relevant secondary schools. There is room to improve the links between the school and the relevant agencies with regard to implementing the protocol for looked after children.
108. Pupils have learnt about the democratic process by holding an election to elect members of the School Council. The Council is now well established and has had an opportunity to influence issues affecting the daily lives of pupils at the school.

109. The school's policies and practices promote positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, background and gender. This view was supported during inspectors' discussions with pupils. During the inspection, no evidence was seen of any unacceptable or aggressive behaviour.
110. The school takes steps to ensure that disabled pupils do not suffer less favourable treatment, but it has not yet produced a plan for making improvements in terms of physical access.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

111. The findings of the inspection team differ to the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
112. The headteacher's leadership is purposeful and offers a clear sense of direction to the work of the school. Agreed aims and values, that promote equality for all, are reflected successfully in the work of the school.
113. All members of staff work well together and they display great commitment to the school.
114. The school has an appropriate method of setting whole-school targets, but the use of quantitative targets is inconsistent. The findings of the self-evaluation process inform the development plan and there are appropriate aims and targets based on school needs. Regular progress is made towards achieving the main priorities. The budget is carefully managed and expenditure is closely linked to school priorities.
115. A wide range of whole-school policies has been produced and they are implemented consistently. However, some of the procedures and the content of the school handbook and the annual report of the governing body to parents do not fully satisfy current requirements. Neither does school procedures at all times give sufficient attention to current requirements.
116. The school has a range of monitoring and evaluation procedures, but the present arrangements have not been sufficiently developed to promote further improvements.
117. The school gives appropriate consideration to national priorities. The contribution made by pupils and staff to initiatives such as the Eco Schools Scheme and the Healthy Schools Initiative have a direct impact on the quality of life and the environment of the school.
118. The performance management plan is working effectively. Staff training requirements are scrutinised on a regular basis, and this promotes continuous

professional development and contributes to improving the quality of the educational provision.

119. The governors are well informed about the school's needs and they make an effective contribution to setting a strategic direction for the school. Members visit the school to discuss and observe aspects of the provision, but their contribution to the self-evaluation process has not been sufficiently developed.
120. The governing body meets regularly and fulfils all its management and legal requirements.

Key question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: Good features outweigh shortcomings

121. The findings of the inspection team differ to the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
122. A number of self-evaluation strategies have already been established and subject leaders play an increasing role in the arrangements. For example, they complete termly monitoring sheets for their subject areas and have undertaken some observation work of standards and the quality of teaching in class. However, the school's self-evaluation arrangements have currently not developed sufficiently to give a clear, complete and accurate picture of its performance.
123. Although the school's procedures produce an analysis of pupils' performance in relation to National Curriculum tests and assessments, there is room to place greater emphasis on this aspect as part of the self-evaluation process. The school does not set cyclical targets as required by the Welsh Assembly Government.
124. There are currently no formal arrangements for discovering the views of parents and carers at the school, other than through their representation on the governing body.
125. The self-evaluation report produced by the school prior to the inspection is clear and readable. It offers honest opinions on all aspects of the inspection, identifying the areas and aspects it regards as strengths and those it has identified as being issues requiring further development. The findings of the inspection team match with the school's judgements in five of the seven key questions. Lower grades were awarded for key questions 5 and 6.
126. The school development plan is a useful document that sets the strategic direction of the school. It identifies a number of priorities to be realised over time, the individuals responsible for their enactment, and the resources required in order to support the developments. There are good links between these priorities and the issues identified for development in the school's self-evaluation document. However, the programme of action for the current

educational year is too light in comparison to what is proposed for the following year.

127. The majority of key issues that emanated from the previous inspection have been addressed. The school has effectively dealt with the issues relating to the education of the under-fives, the content of the reports to parents and the child protection policy. The self-evaluation procedures continue to develop and the monitoring scheme now includes the foundation subjects. Standards in English have improved, although there continue to be shortcomings in Welsh and pupils do not make sufficient use of their information and communications technology skills.

Key question 7: How efficient are leaders and managers in using resources?

Grade 3: Good features outweigh shortcomings

128. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
129. The pupils are well supported and assisted by a sufficient number of suitably experienced and qualified teachers. Good use is made of the expertise of teachers who teach at the school for a number of hours each week.
130. All members of staff at the school work well together. The assistants provide valuable support to the pupils and they are used effectively in classes.
131. The in-service training programme ensures that all members of staff at the school receive professional development opportunities in accord with school priorities and their own professional development needs.
132. Overall, the quantity and condition of the resources available for teaching and learning are adequate and are accessible for pupils. However, there are not enough computers in the classrooms to allow the pupils to make regular use of their information and communications technology skills. The considerable investment in equipment and resources for the under-fives promotes the provision of a broad and rich curriculum.
133. The colourful displays on the walls of learning rooms contribute to creating an ethos, to acknowledging pupils' work and celebrating their achievements.
134. The school is pleasantly located and has a play yard, a sports field, a quiet corner and a purpose-built play area for the younger children.
135. Overall, the school building is in good condition and it is kept clean and tidy. The size of some classrooms, particularly so the rooms for pupils in years 1 and 2 and the early years, are limited and this hampers certain aspects of the learning and teaching. The toilets for the younger pupils have not been suitably adapted for the needs of the under-fives. Building plans are in hand to make improvements to the building and to pupils' learning facilities. Certain areas of the school are not accessible to disabled people.

136. Effective use is made of the local environment, the community and educational facilities to enhance pupils' learning. This is further enhanced by the contributions of visitors to school. The headteacher, staff and governors regularly review the use of resources and the school offers value for money.
137. The headteacher, staff and governors regularly review the use of resources. The school offers value for money.

Standards achieved in subjects and areas of learning

Welsh

Key Question 1 - Grade 3: Good features outweigh shortcomings

Key Question 2 - Grade 3: Good features outweigh shortcomings

Good features

138. In key stage 1, the pupils listen well to stories presented to them and to class presentations. A small number make good attempts at responding and taking part in discussions about their experiences and aspects of their work. The pupils converse freely.
139. The more able pupils read fluently and meaningfully and they are able to discuss in simple terms the pictures and characters in their books.
140. The pupils write for a range of different purposes. They produce their own simple sentences and follow a correct sentence pattern. The more able pupils begin to vary their sentence patterns and to use punctuation correctly.
141. In key stage 2, the pupils listen well and they exhibit good understanding when responding to questions. Individual pupils express opinions and ideas clearly in class discussions.
142. Individuals read freely and intelligently and they achieve good standards. They are aware of books by various authors and they express views simply on their work.
143. The pupils make increasing use of their reading skills to gather information from books and other sources.
144. When responding to various tasks, the pupils write effectively in factual and creative forms and they succeed in showing correct mastery of punctuation and paragraphing. They make good use of dictionaries to assist them.

Shortcomings

145. In both key stages, a considerable number of pupils provide short answers when sharing their ideas and taking part in class discussions.

146. In both key stages, some individuals do not read with the expected ease and in general, pupils' ability to discuss the contents of their reading books is underdeveloped.
147. In key stage 1, pupils' writing skills have not been sufficiently extended. In key stage 2, spelling and syntactical errors are a blemish on the personal writing work of a significant minority of pupils.

English

The pupils do not follow the English programme of study on a formal basis until key stage 2.

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

148. In key stage 2, pupils listen well to teachers' presentations and to contributions made by other pupils. They use vocabulary correctly to express their ideas and opinions when taking part in class discussions. Individuals use extended vocabulary.
149. The pupils read an appropriate range of books and they exhibit positive attitudes towards reading. The best readers read fluently and correctly and they have a good understanding of the texts they read. Some individuals have favourite authors and they are able to describe the features of books by their favourite author.
150. The pupils make appropriate use of suitable sources to gather information. They make effective use of dictionaries.
151. Pupils write in a variety of forms and for various purposes. They exhibit a good understanding of language forms. The older pupils make correct use of verbs and adjectives, and they develop a sound grasp of pitch, punctuation conventions and paragraphing. They show a good awareness of structure and continuity.
152. By the end of the key stage, the standard of handwriting and presentation of work of the vast majority of pupils is good.

Shortcomings

153. Certain individuals lack confidence in making observations and expressing opinions orally.

Science

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

154. Pupils in key stage 1 engage in a good number of scientific activities. They have a good awareness of the conditions required in order to conduct a fair test and they make sensible predictions of the likely results of their investigations. They make direct comments and record the findings of their investigations clearly and in a number of different ways.
155. Pupils' knowledge and understanding of the topics studied are good. They are aware of the extensive use made of electricity all around them. They are able to build simple circuits and are aware that the circuit will not work if it is broken. They begin to understand the types of materials required to make a switch in a circuit. They recognise the different parts of a plant, and through their investigations they have come to know what plants require to flourish.
156. By the end of key stage 2, the pupils show signs of being very good young scientists. They offer their own ideas, ask scientific questions and work independently. They have a clear awareness of the requirements of fair testing and are able to control variables effectively. They use a variety of standard measures; they come to valid conclusions on the basis of evidence, and they record their findings in an orderly manner.
157. Pupils' knowledge and understanding of physical processes are developing well, for example, through research they have understood that there are forces of attraction and repulsion between magnets, that their strength varies and that some metals are not attracted by them. They have a good understanding of how force causes things to quicken and slow down.
158. The investigations conducted by the older pupils into the effects that changes in conditions have on plant growth are particularly thorough and is of a very high standards.

Shortcomings

159. The investigative skills of younger pupils in key stage 2 have not developed sufficiently.

Design and technology

Key Question 1 - Grade 3: Good features outweigh shortcomings

Key Question 2 - Grade 3: Good features outweigh shortcomings

Good features

160. In key stage 1, pupils use their investigative skills to discover information about different types of wheels as part of their work in creating different vehicles.
161. When discussing their models, they are able to explain which materials they used and how they set about making them.

162. The pupils' cutting, pasting and stitching skills are developing, and, in general, their finished work is of a good standard.
163. In key stage 2, the pupils have made effective use of their knowledge of circuits to design and make alarms.
164. Older pupils' current work on designing and making a boat that moves in water is being completed thoroughly. It was seen that a number of pupils have well-developed skills and their evaluations of the various boats are particularly thorough and analytical.

Shortcomings

165. Overall, in both key stages, the pupils do not give sufficient consideration to the development of their ideas before deciding on the final design.
166. Younger pupils in key stage 2 do not pay sufficient attention to their designs when making their products.
167. In both key stages, the development of pupils' ability to effectively evaluate their work is inconsistent.

Geography

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

168. Pupils in key stage 1 have a good awareness of certain geographical features in their locality. They are also able to talk about the similar and contrasting features between their area and the town of Aberystwyth.
169. They recognise some of the main symbols and use them correctly to keep a record of the weather. They know about the effect that climate has on lifestyles and on what people wear.
170. They know about life on a farm and are aware that the land is used in different ways.
171. They come to be able to correctly use simple co-ordinates, and to follow instructions on designs. Their understanding of direction, including the four compass points, is developing well.
172. In key stage 2, pupils are well informed about the countries of Europe. They are able to follow a holiday journey across the continent, making good use of their understanding of direction and scale.
173. They come to be able to correctly use six figure references on local maps.

174. They know of the physical and economic factors that are the backdrop to the differences between the tropical rainforests, Lesotho and Wales.
175. They have a good understanding of environmental issues and of the impact that changes can have, and they acknowledge their own responsibilities in this regard.

Shortcomings

176. The pupils do not make sufficient use of their geography skills in fieldwork exercises.

Religious education

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

177. In key stage 1, pupils are well-informed about Biblical stories. They know the stories of some of the main characters of the Old Testament, together with stories about the life of Jesus. They are able to recall and repeat them orally, in pictures and in written form.
178. Pupils are well informed about Christian festivals and celebrations and they know about the main Hindu celebrations.
179. The pupils write good quality personal prayers and they understand the purpose of prayer.
180. Following a visit to a chapel and church, pupils exhibit a good understanding of the baptismal ceremony and they are aware of the work of the vicar and minister.
181. In key stage 2, pupils know that Christianity is the main religion in Wales and they are able to talk sensibly about some of the main features of the life of the Christian. They are able to repeat familiar stories from the Bible with confidence.
182. The pupils write meaningful prayers. They have a good understanding of the significance of prayer in religion and worship.
183. The pupils are familiar with the main elements of other religions such as Judaism, Islam and Hinduism. They discuss effectively the different forms of worship, and the artefacts and symbols that belong to these religions.
184. In both key stages, the pupils have a good understanding of principles, such as care for others and what constitutes a good friend.

Shortcomings

185. In both key stages, pupils do not always use the appropriate terms when discussing the subject.

School's response to the inspection

186. As a school, we were very pleased to note the strengths highlighted by the inspection team in the report, particularly so our success in creating a happy school and a safe environment that promotes learning and teaching.
187. We accept the recommendations made, and an action plan will be put in place immediately, in order to address the key issues.
188. We shall ensure that these points are included in the school development plan. We will also ensure that staff at the school continue to develop and to extend their skills through a programme of suitable in-service training.
189. The inspectors provided constructive and purposeful feedback that will assist us in putting the action plan in place.
190. A copy of the action plan will be sent to all parents and the annual report of the governing body to parents will also report on the progress made in relation to these recommendations.
191. On behalf of staff and pupils, we would like to extend our sincere thanks to the team for their professionalism and courtesy during the inspection.

Appendix A

Basic information about the school

Name of school	Ysgol Pum Heol
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Heol Hen Five Roads Llanelli Carmarthenshire
Post-code	SA15 5EZ
Telephone number	(01269) 860498
Headteacher	Mr G T Gravell
Date of appointment	September 1998
Chair of governors/ Appropriate authority	Cllr J Jones
Reporting inspector	Miss Dorothy Morris
Dates of inspection	20 – 22 June 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11	10	15	10	9	9	14	12	90

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.4:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	24.25
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2005	92%	92%	94%
Autumn 2004	95%	96%	95%
Summer 2004	95%	95%	95%

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	89%	In Wales	80%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004		Number of pupils in Y6	12									
Percentage of pupils at each level												
			D A F W 1 2 3 4 5 6									
English	Teacher Assessment	School						25	17	58		
		National	1				1	5	16	46	30	
	Test/Task	School			8				17	42	33	
		National	1	1	1	1		4	13	42	37	
Welsh	Teacher assessment	School						36	27	36		
		National	1		1		1	3	17	49	28	
	Test/Task	School							27	36	36	
		National	1	1	1			2	15	49	30	
Mathematics	Teacher assessment	School						33	42	25		
		National					1	3	17	46	31	
	Test/Task	School							25	17	59	
		National	1	1	1			3	15	43	36	
Science	Teacher assessment	School						25	33	42		
		National						1	11	50	37	
	Test/Task	School							8	67	25	
		National	1	1				1	8	51	39	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	67%	In the school	75%
In Wales	72%	In Wales	72%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The team of three inspectors inspected work in all classes. Between them they spent six full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- twenty lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- seventeen parents were present at the pre-inspection meeting and 33 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Miss D Morris	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 2; 5 and 7.	Welsh; English, religious education
Mr D M Cray	Team	Key questions 3; 4 and 6.	Science; design and technology; geography
Mr E James	Lay	Contributions to key questions 1; 3; 4 and 7	

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.

SUMMARY REPORT ON THE INSPECTION OF YSGOL PUM HEOL

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Ysgol Pum Heol was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Pum Heol took place between 21-23 June 2005 . An independent team of three inspectors, led by Miss Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

The school succeeds in its objectives of creating a supportive and caring environment. All members of staff know the pupils well, and they take a great interest in their personal development and welfare.

Table of grades awarded

The inspection team judged the school's work as follows:

Key question	Inspection grade
How well do learners achieve?	Grade 2
How effective are teaching, training and assessment?	Grade 2
How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
How well are learners cared for, guided and supported?	Grade 2
How effective are leadership and strategic management?	Grade 3
How well do leaders and managers evaluate and improve quality and standards?	Grade 3
How efficient are leaders and managers in using resources?	Grade 3

Standards

In the lessons observed, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
Welsh	Grade 3	Grade 3
English	----	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
Geography	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

The pupils make regular progress in their learning and they succeed in achieving the agreed learning aims.

The Early Years children make good progress in listening, speaking, reading, writing, numeracy and using information and communications technology.

In both key stages, the standards and progress made by individual pupils in the key skills of literacy, namely listening, speaking, reading and writing in Welsh across the curriculum are good. Overall, the pupils do not extend their literacy skills on a consistent basis across the subjects. In key stage 2, the standards achieved by the vast majority of pupils in their speaking, listening and writing skills in English are good. Pupils do not make sufficient use of their reading skills to gather information from various sources, especially reference books, in their work across the curriculum.

In both key stages, pupils make good use of their numeracy skills in their work across the subjects. Pupils in both key stages make effective use of their information and communications technology skills in certain subjects, but they do not develop and extend these skills with sufficient regularity.

Pupils' standards and progress reflect good progress in their bilingual competence.

Pupils with special educational needs make good and sometimes very good progress, achieving the targets set for them. The other pupils are given improvement targets to aim at. Overall, they do not have a sufficient awareness and understanding of their strengths and weaknesses and of what is required of them in order to achieve higher standards.

At the end of key stage 1, in the National Curriculum assessment tasks for 2004, pupils' attainments according to teachers' assessments in Welsh, mathematics and science are higher than county and national averages. In relation to schools throughout Wales with a comparative percentage of pupils entitled to receive free school meals, the school's results were in the main in the upper 50%. The school's results have remained constant over the last three years and there are no significant differences in the performance of boys and girls.

In key stage 2, pupils' attainments in the National Curriculum tasks and tests for 2004 were higher than county and national averages in science but lower in Welsh, English and mathematics. The school's results over the last three years have in the main been higher than national and county averages. In relation to schools throughout Wales with a comparative percentage of pupils entitled to receive free school meals, the school's results for 2004 were in the main in the lower 50%. There are no significant differences in the performance of boys and girls.

The pupils exhibit good development in their personal and social skills, and in their ability to work together. Pupils' learning skills are developing well and they make regular progress in their problem solving and creative skills. Occasionally, the more able pupils work on tasks that do not provide sufficient challenge to extend their learning.

Pupils' attitudes towards their learning, their interest in their work and their ability to concentrate are good. At times, they are too dependent on adult support to assist them with their tasks.

Pupils' awareness of equal opportunities is developing well and they respect the various beliefs, attitudes and cultural traditions found in society.

Pupils' behaviour is very good. They have a clear understanding of what is expected of them and they are considerate and courteous. Pupils' outstanding behaviour makes a significant contribution to the homely and supportive environment found at the school. This is an outstanding feature of the provision.

For the three terms prior to the inspection, the average level of attendance was 95%. The vast majority of pupils attend school regularly and they arrive punctually at the beginning of the day.

The pupils are keenly aware of the community life of their locality and they make numerous contributions to local events. They are familiar with some aspects of the world of work through a few visits. However, pupils have little knowledge about the world of work.

The quality of education and training

In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	55%	40%	0%	0%

The good and outstanding features in the teaching include:

- clear objectives for the teaching and learning;
- stimulating presentations and clear explanations;
- effective interaction between teacher and pupil;
- good questioning that encourages pupils to think before offering answers;
- challenging and extensive tasks.

The most common shortcomings in the teaching include:

- insufficient opportunities for pupils to extend their oral skills and their information and communications technology skills;
- tasks and activities that have not been structured in sufficient detail to provide for the learning needs of pupils of various ages and abilities in class;
- insufficient opportunities provided for pupils to work independently;
- excessive use of work sheets.

The school has a range of suitable procedures for assessment and recording pupils' progress. In the best practice, good use is made of assessment to

promote the planning and identifying what pupils need to do to improve the standard of their work. The arrangements are not applied consistently across the school. The quality of the annual reports to parents is good.

Overall, the school responds well to pupils' learning needs and they receive equal opportunities to benefit from a broad and balanced curriculum. The schemes of work for both key stages vary in terms of their detail and guidance. There is room to ensure whole-school consistency in teachers' short-term planning, together with more purposeful development of key skills, with particular regard to pupils' Welsh literacy skills, and their information and communications technology skills.

Pupils' spiritual, moral, social and cultural development is promoted very successfully. The act of collective worship makes a good contribution to pupils' understanding of moral and spiritual matters.

The partnership with parents is good and during the pre-inspection consultation it was seen that they appreciate the provision made by the school. The school has satisfied the requirements in distributing the home-school agreement, but the percentage of agreements returned is low.

The provision for pupils with special educational needs is particularly good and it fulfils the requirements of the Code of Practice.

The school has already expressed concern about one health and safety issue and the inspection team is of the view that it would be appropriate to request a risk assessment and a formal report from specialists in order to receive further guidance on this issue.

Leadership and management

The headteacher's leadership is purposeful and offers a clear sense of direction to the work of the school. Agreed aims and values, that promote equality for all, are reflected successfully in the work of the school.

Staff work well together and they display great commitment to the school. Their continuous professional development is promoted successfully.

The school development plan is a useful document that contains appropriate aims and targets that are based on school needs. Consistent progress is made in achieving the main priorities. The school's monitoring and evaluation procedures have not been sufficiently developed in order to secure further improvement.

A wide range of whole-school policies has been produced and they are implemented consistently. However, some of the procedures and the content of the school handbook and the annual report of the governing body to parents do not fully satisfy current requirements.

The self-evaluation report produced by the school prior to the inspection is clear and readable. The findings of the inspection team match with the school's judgements in five of the seven key questions. Lower grades were awarded for key questions 5 and 6.

The governors are well informed about the school's needs and they make an effective contribution to setting a strategic direction for the school. Members visit the school to discuss and observe aspects of the provision, but their contribution to the self-evaluation process has not been sufficiently developed.

The school has made good progress since the last inspection. The majority of key issues have been addressed. However, some issues require further attention, such as the self-evaluation procedures.

The school has a sufficient number of teachers and support staff to undertake the required duties. Overall, the quantity and condition of the resources available for teaching and learning are adequate and are accessible for pupils. However, there are not enough computers in the classrooms to allow the pupils to make regular use of their information and communications technology skills.

Overall, the school building is in good condition and it is kept clean and tidy. The size of some classrooms, particularly so the rooms for pupils in years 1 and 2 and the early years, are limited and this hampers certain aspects of the learning and teaching. The toilets for the younger pupils have not been suitably adapted for the needs of the under-fives. Building plans are in hand to make improvements to the building and to pupils' learning facilities.

Effective use is made of the local environment, the community and educational facilities to enhance pupils' learning. The headteacher, staff and governors regularly review the use of resources and the school offers value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: maintain the good standards and improve standards in other subjects and areas by addressing the shortcomings identified;
- R2: extend pupils' Welsh literacy and information and communications technology skills across the curriculum;
- R3: extend the good practice in order to establish whole-school arrangements for curriculum planning and assessment;

- R4: develop further the self-evaluation system as a means of securing improvement;
- R5: ensure that the school's procedures and the content of the documentation comply fully with current requirements;
- R6: secure a risk assessment and a formal report from specialists in order to gain further guidance on the health and safety issue discussed with the headteacher and the Governing Body.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.